


# Teacher Effectiveness in Developing Cooperative Learning Model towards Interpersonal Intelligence at MIN 1 Rejang Lebong

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## Abstract

This study aims to investigate the effectiveness of teachers in developing Cooperative Learning models on interpersonal intelligence at MIN 1 Rejang Lebong. Interpersonal intelligence is the ability of individuals to interact with others effectively, understand the feelings and thoughts of others, and be able to work together in a group. This research uses a quantitative approach with a pretest-posttest control group design. The type of research conducted is experimental research. The research sample consisted of two classes at MIN 1 Rejang Lebong, namely one experimental class that applied the Cooperative Learning learning model and one control class that applied conventional learning. The instrument used was a previously validated interpersonal intelligence test. The results showed that teachers who applied the Cooperative Learning model could effectively improve students' interpersonal intelligence. After treatment, the experimental class showed a significant increase in interpersonal intelligence scores compared to the control class. This shows that the Cooperative Learning learning model has a positive impact on the development of students' interpersonal intelligence.

## A. Introduction

At the Harvard Graduate School of Education, Howard Garndner and his colleagues formed a small group of students to study human behavior in the context of intelligence. They claimed that humans have a unique biological makeup. The similarities in this section can be attributed to the theory of multiple intelligences published in 1983 in Frames of Mind.

Weaknesses in the lecture process often occur due to a lack of effort in developing students' thinking skills. Whereas in every lecture process students are required to master all existing courses. Basically this is a wrong view, because all types of courses are expected to be able to deliver students to plunge in the scope of society. So that a change in the current paradigm of thinking is needed to improve the thinking skills of students, especially in the field of tarbiyah who will later plunge into creating a more advanced generation (Nurani, 2012).

Based on Article 3 of the National Education System Law No. 20 of 2003, it states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Fathani, 2019). Education is an effort to empower all the potential of students by achieving a learning atmosphere that is in accordance with their respective characteristics. This potential can only be explored and developed effectively through directed and integrated learning that is managed in a harmonious and balanced manner by paying attention to its full

and optimal development. One of the potentials possessed by learners is plural intelligence (Sesmiarni, 2014).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop the potential in themselves to be able to have spiritual strength, religion, self-control, intelligence, noble character, and skills needed by themselves, the nation and state. Nationally, education also aims to develop the potential of students to become democratic and responsible citizens, noble, healthy, knowledgeable, creative, independent, and become faithful to Allah SWT (Ansori, 2016). Every human being who is born has been given a gift by God Almighty in the form of hidden excellent potencies. These potentials need the opportunity to develop in an environment that appreciates, nurtures, and supports children's creativity from an early age (Asmawati, 2017).

Cooperative learning is a form of education that is firmly rooted in the view that humans are social creatures capable of providing assistance to others, assuming shared responsibility and realizing that things will not go as planned. According to this belief, learning as a team is done cooperatively, and learners are encouraged to share their knowledge, skills and perspectives to achieve success. Help each other and practice interaction, communication and socialization because cooperative is a miniature of social life, and learn to be aware of each other's weaknesses and strengths. So, cooperative learning method is a learning method that encourages a group of people to learn while working together and helping each other to solve problems or conduct in-depth research. According to theory and experience, each group member should consist of four to five people, there should be control and facilities, and the last step is to collect group results in the form of reports or presentations (Triani, 2016).

Based on the description of the background of the problem, the author formulates this research problem as follows is there an effect of the effectiveness of lecturers in developing mini research-based learning on interpersonal intelligence at MIN 1 Rejang Lebong? this study aims to investigate the effectiveness of teachers in developing Cooperative Learning learning models on interpersonal intelligence at MIN 1 Rejang Lebong.

## B. Research Methods

The research method used is quantitative method. This method is based on positivism and is used to analyze data on populations or samples. Data analysis is quantitative or statistical with the aim of testing previously established hypotheses (Nugroho, 2018). The type of research conducted is experimental research, which is research that is only carried out by researchers with the aim of explaining an event or a series of certain conditions and determining how it affects. Data collection methods used in this study include pretest-posttest tests, questionnaires, observation, interviews, and documentation.

In this section we will discuss the data from the research that has been obtained by researchers in the field. The data to be explained is the daily score data that has used the cooperative learning model in PAI subjects in class IV at MIN 1 Rejang Lebong. After getting data from daily grades. Then the researcher will see the results from before the use and after the use of audio-visual learning media so that the researcher will see a comparison of whether this audio-visual learning media is good and also effective to be applied at MIN 1 Rejang Lebong.

**Table 1.** Values Before Using The Cooperative Learning Model

No	Name	Gender	Value
1	Aditya Ragil A	L	7,33
2	Akbar Al-thaaf K	L	6,67
3	Akbar Pramudya L	L	5,33
4	Amalia Citra	P	6,67
5	Anggit Sari	P	5,33
6	Cecilia Inez Yanuar	P	6,67
7	Diaz Adeka Rafif	L	7,33
8	Eka Salsa Bella	P	5,33
9	Faisal Juniawan	L	6,00
10	Haura Hanania	P	8,00
11	Hestriana Asy Syifa	P	6,67
12	Litha Kurniawati	P	7,33
13	Junika Zahra S	P	6,00

14	Liza Puji Rahayu	P	7,33
15	Nayla Radiasti	P	7,33
16	Naza Ezar Oktavian	L	8,67
17	Rafka Aditya P	L	5,33
18	Renggo Ginanjar	L	5,33
19	Reni Suci Agustin	P	7,33
20	Refasya Fiola A	P	8,67

**Table 2.** Daily Grades After Using Cooperative Learning Model

No	Name	Gender	Value
1	Aditya Ragil A	L	10,00
2	Akbar Al-thaaf K	L	10,00
3	Akbar Pramudya L	L	8,67
4	Amalia Citra	P	8,00
5	Anggit Sari	P	7,33
6	Cecilia Inez Yanuar	P	9,33
7	Diaz Adeka Rafif	L	8,67
8	Eka Salsa Bella	P	9,33
9	Faisal Juniawan	L	8,67
10	Haura Hanania	P	9,33
11	Hestriana Asy Syifa	P	8,00
12	Litha Kurniawati	P	10,00
13	Junika Zahra S	P	8,67
14	Liza Puji Rahayu	P	9,33
15	Nayla Radiasti	P	8,00
16	Naza Ezar Oktavian	L	8,67
17	Rafka Aditya P	L	9,33
18	Renggo Ginanjar	L	8,67
19	Reni Suci Agustin	P	8,00
20	Refasya Fiola A	P	8,67

## C. Result and Discussion

### a. Cooperative Learning Model

#### 1. Definition of Cooperative Learning Models

In order to implement learning effectively to improve learning outcomes, teachers must understand learning models. As mentioned earlier, each learning model must be implemented according to the needs of the students because all learning models have different goals, principles and main objectives (Isioni, 2010). A model is a pattern or form that is used as a reference for the implementation of the program (Nurhadi, 2010). A model is also an accurate representation of an actual process that allows a person or group of people to try to act based on that model (Suprijono, 2009). According to Rusman (2011) to achieve effective and efficient learning outcomes, learning models are a joint effort between teachers and students. A learning model is a form of learning that is illustrated from beginning to end and given informally by the teacher.

Cooperative learning is learning with small groups (4-6 students) that allows students to discuss, interact, solve problems, and carry out their obligations in the group according to their respective duties to achieve a common goal. This is in line with the opinion of Purnomo (2011) that “cooperative learning covers learning methods in which students work in small groups (generally 4-6 students)”. More, Woods & Chen (2010) states that “cooperative learning is an instructional in which students work together toward a common goal”.

The cooperative learning model is a learning model in which students learn in small groups with different ability levels. In completing group tasks, each group cooperates and helps each other to understand a learning material. Each group member consists of 4-5 people and has responsibilities in the form of reports or presentations.

## 2. The Steps Of Cooperative Learning Model

The steps in the cooperative learning model are:

- Determining learning objectives. At this stage the teacher determines in advance the objectives of the cooperative learning that will be carried out so that the learning process can be completed with predetermined learning outcomes. For example, to discuss issues that arise in the classroom and set goals for the learning process using cooperative learning styles (Triani, 2016).
- Identifying student characteristics. At this stage the teacher identifies each student character in the class. The different characteristics of each student need to be identified so that they can be adjusted to the teaching materials and cooperative learning models that should be applied to elementary school students (Yulia et al., 2020).
- Selecting the subject matter. At this stage, teachers create materials and teaching materials that will be given by adjusting the materials to the cooperative learning model and the different characteristics of elementary school students. In addition, the subject matter must also refer to the learning objectives of the cooperative learning model (Tambak, 2017).
- Determine the topics that students should learn inductively. At this stage, teachers look for learning themes and topics related to the cooperative model and in accordance with the characteristics of elementary school students by arranging them inductively. Students inductively organize the topics to be learned from specific or special things to general things (Rahayu et al., 2018).
- Develop teaching materials in the form of examples, illustrations, tasks, for students to learn. After compiling topics that students can learn inductively, teachers create a series of examples, illustrations, tasks, related to the topics to be taught. This is done to help the learning process carried out by elementary school students.
- Preparing the assessment of students' learning process and results. At this stage, the teacher makes a design for assessing the process and learning outcomes of students related to the given topic and the cooperative learning model. This design can be in the form of affective attitude assessment to the cognitive level.

### b. Interpersonal Intelligence

#### 1. Definition of Interpersonal Intelligence

Interpersonal intelligence or social intelligence is defined as the ability and skills in creating relationships, building relationships and maintaining relationships with others. Because humans are basically social creatures, they cannot live alone because their activities in life will always be related to other people. Interpersonal intelligence is the ability to understand the circumstances, needs or difficulties of others, and empathy is one of the characteristics for children who have high interpersonal intelligence. Interpersonal intelligence (online) is also a child's ability to relate or interact with others, children can understand feelings, moods, and what others want. For example, when a child sees that his friend does not bring lunch to school, the child wants to share the food he has with his friend. When in such a situation the child knows what his friend feels and knows what to do (Nurdin, 2017).

#### 2. Indicators of Interpersonal Intelligence:

- Being well aware of matters of belief or morality.
- Learn very well when the teacher includes material that relates to something emotional.
- Loves justice in both trivial and major issues.
- Attitudes and behaviors influence learning styles and methods.
- Highly sensitive to issues related to social justice (Maitrianti, 2021).
- Working alone is much more productive than working in a group or team.
- Always want to know the goal to be achieved before deciding to do something.
- When believing that power and effort are poured into pursuing something.
- Likes to think and talk about why one can help others.
- Being open or willing to protest or sign a petition to correct any wrongs (Utami, 2012).

#### D. Conclusion

The conclusion that can be stated from the results of this study is that the development of an effective cooperative learning model on interpersonal intelligence at MIN 1 Rejang Lebong can be seen from the increasing quality of learning, both seen from the level of participation, learning interaction, quiz and test results, and the results of group work assignments.

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